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ABSTRACT

This document is a report on 16 schools selected as Blue Ribbon Schools for their outstanding programs in geography or history. The report is divided into four parts. The first part discusses the curricular frameworks and guidelines for elementary and secondary schools in geography education. Areas discussed include: (1) current achievement and instruction; (2) goals of geography education; (3) curriculum; (4) instruction; (5) teacher preparation; (6) obstacles and initiatives; and (7) references. Part 2 gives profiles of the eight outstanding schools in geography. The schools are: (1) Lee County Primary, Leesburg, Georgia; (2) Aikahi Elementary, Kailua, Hawaii; (3) Diamond Elementary, Gaithersburg, Maryland; (4) Aquila Primary Center, St. Louis Park, Minnesota; (5) Hebrew Academy of Atlantic County, Margate, New Jersey; (6) Andrew Jackson Elementary, Old Hickory, Tennessee; (7) Corpus Christi Catholic School, Houston, Texas; and (8) Ashlawn Elementary, Arlington, Virginia. The third part of the report is the curricular frameworks and guidelines for elementary and secondary schools in history education. Areas discusses are interdisciplinary instruction, time on task, and cultural diversity. References are included in this section also. The last part of the report is the profiles of the winning schools in history. They are: (1) Black Mountain Middle School, San Diego, California; (2) Rancho Buena Vista High, Vista, California; (3) Broad Meadows Middle School, Quincy, Massachusetts; (4) North Shore High, Glen Head, New York; (5) Convent of the Sacred Heart, New York City, New York; (6) Thomas J Stovall Junior High, Houston, Texas; (7) Highland Park Elementary, Austin, Texas; and (8) Eton School, Bellevue, Washington. (DK)

Blue Ribbon Schools

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Blue Ribbon Schools

OUTSTANDING PRACTICES — IN — GEOGRAPHY EDUCATION, 1989–90 — AND — HISTORY EDUCATION, 1990–92

U.S. Department of Education
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November 1993

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Introduction

The Blue Ribbon Schools Program is a school recognition and improvement program of the Office of Educational Research and Improvement of the U.S. Department of Education. The 11-year-old program identifies and gives national recognition to a diverse group of public and private elementary and secondary schools that are unusually effective in meeting local, state, and national goals. Elementary and secondary schools are recognized in alternate years.

Blue Ribbon School status is awarded to urban, rural, and suburban schools with such characteristics as

- Strong leadership;
- A clear vision and sense of mission that is shared by all connected with the school;
- High-quality teaching;
- An appropriate, up-to-date curriculum;
- Policies and practices that ensure a safe environment conducive to learning;
- Strong parental interest and involvement; and
- Evidence that the school helps all students achieve, in spite of their abilities.

After a selection process by state departments of education (there is a liaison in each state), the Department of Defense Dependents Schools, the Bureau of Indian Affairs, and the Council for American Private Education, nominations are forwarded to the U.S. Department of Education. A 100-person National Review Panel of outstanding educators and other professionals reviews the nominations. The most promising schools are then visited by a site visitor for 2 days to verify the accuracy of information the school has provided and to report on school climate and instruction. None of the National Review Panel members or any of the site visitors is an employee of the federal government.

After reviewing the site visit reports, the National Review Panel makes recommendations to the U.S. Secretary of Education, who then announces the names of the schools selected for recognition. The recognized schools are honored at a national ceremony in Washington, which has always included a White House component.

So far, more than 2,500 of the nation's 105,000 schools have been recognized by the Blue Ribbon Schools Program. The program has helped increase public confidence in education by

- Highlighting the success stories of schools, which often result in higher local funding for schools and greater community involvement in education;
- Having Blue Ribbon Schools be the subjects of articles in national, state, and local publications; and
- Being the universe from which schools, teachers, or students are selected for special awards from business and industry.

In addition, the Blue Ribbon Schools Program provides an impetus for school reform. The process of applying for the award helps schools address critical education issues. Recognized schools often serve as models for other schools seeking to improve. Blue Ribbon Schools network with each other on a regional and sometimes national basis for continued improvement.

The Blue Ribbon Schools Program designated geography as an area for special emphasis during 1989–90. Of the 220 Blue Ribbon Schools chosen in 1989–90, 8 were identified as having strong geography programs. Schools were selected based on the extent to which their geography programs reflected key elements described by proponents of improved geography education such as the National Geographic Society, the Joint Committee on Geography Education, and other curriculum developers. Profiles of these schools and their programs are presented to highlight how these theoretical frameworks and curricular guidelines are practically implemented.

The Blue Ribbon Schools Program designated history as one of two subject areas for special emphasis during 1990–91 and 1991–92. Of the 222 Blue Ribbon Schools chosen in 1990–91 and of the 228 schools chosen in 1991–92, 8 were identified as having strong history programs. Schools were selected based on the extent to which their history programs reflected key elements described by proponents of improved history education such as the Bradley Commission, the National Center for History in the Schools, and other curriculum developers. As with geography, profiles of these schools and their programs are presented to show how these theoretical frameworks and curricular guidelines are implemented in a variety of settings.

Part I

Geography Education: Curricular Frameworks and Guidelines for Elementary and Secondary Schools

Many educators and policymakers have pointed out the real need for improved geography education in the American public education system. Asserting the importance of "geographic literacy" to the nation's success, advocates point to low student achievement levels and reduced time and resources dedicated to geography education as evidence of the need for improvement. Proponents also point out that knowledge of geography may be crucial to the economic, social, and cultural well-being of the nation.

In the last several years, widespread agreement on the need for improved geography education has increased the attention given to geography and has led to several reform initiatives. However, these efforts—spearheaded by universities, professional associations, state education agencies, and the U.S. Department of Education—must still overcome challenging obstacles if they hope to raise the level of geographic literacy in the United States.

Current Achievement and Instruction

America's chronically low achievement scores on national geography tests are one of the most obvious indicators of the need for an improved effort. Presently, many students and citizens lack even the most rudimentary knowledge of geography. According to one well-publicized survey, 15 percent of American citizens could not locate the United States on a map of the world, and one-fourth could not locate the former Soviet Union or the Pacific Ocean (Agnone 1989). Knowledge of the names and locations of U.S. states is reported to be similarly low.

In 1988, U.S. citizens scored in the bottom third on a geography test of nine nations conducted by Gallup. Elementary students fared a little better; the average score of American sixth graders ranked 4th out of 8 highly industrialized nations (Joint Council of Geography Educators [JCGE] 1984). In 1990, the first National Assessment of Educational Progress in the area of geography confirmed the perception that few U.S. students have mastered geography. Also, although some educators have recently begun questioning the validity of international comparisons of test scores, few have argued that American achievement in geography is adequate.

Poor achievement in geography is frequently associated with two broad trends in American public education over the last 50 years: dramatically narrowed geography curricula and inadequate instructional time. Before the 1940s, geography was traditionally considered a core academic discipline, often taught as a separate course in elementary and secondary schools. As a result, students experienced frequent doses of geography instruction. The curriculum was also markedly different from its present form. Earlier in the century, geography typically included the study of interactions between cultures and their physical environments, in addition to the study of physical places and relative locations. In this form, geography covered a broad spectrum of disciplines, thereby claiming a strong position among other courses.

During the 1940s and 1950s, geography became part of a comprehensive discipline called the social sciences, which usually included government, history, political science, and geography. Intentionally or not, this integration of subjects appears to have decreased the amount of instructional time dedicated to studying geography and narrowed its scope. Geography instruction was often reduced to the study of physical locations of places.

These trends have continued until the recent past. Now geography is most often subsumed within history courses, if it is taught at all (National Geographic Society Education Division [NGS] 1989a). Although the social sciences may be enhanced by the integration of history and geography, both are distinct disciplines that warrant independent and detailed study. Only 15 of 56 state-level agencies surveyed by the Council of Chief State School Officers currently require instruction in geography at the K–12 level (NGS 1989b).

One of the side effects of these two trends is that there are currently too few qualified geography teachers to match the resurgent demand. In fact, large numbers of present geography teachers have not received any previous training in geography. According to a recent survey, 32 of 56 state-level education agencies report no geography requirements for their K–12 teachers (NGS 1989a). This shortage is due, in part, to long-term decreases in the numbers of undergraduate geography majors because many universities have dropped or consolidated their geography departments.

Goals of Geography Education

Supporters of increased geography education tend to stress the importance of geographic literacy to the nation's well-being, especially its economic, political, and environmental interests. They argue that global trade, international economic development, and environmental degradation makes knowledge of geography an essential analytic tool. Knowledge of geography will help business and government address environmental, social, and even political problems more effectively (JCGE 1984). In addition, geography's integration of separate disciplines (such as geology, biology, and demography) allows policymakers and planners with knowledge of geographic concepts to solve complex problems (Agnone 1989). Some educators add social and moral imperatives to the argument, pointing out that pluralistic examinations of places, values, and cultures are essential to the democratic and social health of the United States (Elliott 1985).

Given the diversity of these arguments, the basic objectives of geography education can reflect a wide variety of perspectives and assessments of educational need (Agnone 1989). However, broad goals for geography most often include the following:

- Increasing knowledge of places and locations;
- Enhancing familiarity with cultures and peoples; and
- Developing higher order skills in observation, description, categorization, and interpretation.

Some advocates also connect geography with improving students' preparation for work, arguing that geography can help students develop practical concepts of scale, context, and proportion. In addition, the study of geography requires students to use hypotheses and analysis in concrete situations and promotes skills in observation and interpretation. Geography is an important component in preparation for careers in meteorology, business, urban land use planning, economic development management, and environmental analysis (JCGE 1984).

Curriculum

Many educators agree that geography curricula should extend well beyond place locations and political boundaries, subjects often categorized as "physical geography." In its broadest form, a geography curriculum includes history, culture, and physical science, as well as human interaction with the environment, demographic trends, and other complex regional features—these components are called cultural geography. According to one national panel of geography experts, there are two overarching questions that should be included in all course content (JCGE 1984): Why are things located in particular places, and how do such places influence our lives? Other recommendations for improving geography curriculum frequently suggest themes, concepts, and curriculum guidelines.

Although some state education agencies provide curriculum guidelines that specify actual content for geography courses, experts usually suggest conceptual areas of study and issues to examine. For example, both the Joint Council of Geography Educators (JCGE) and the Education Division of the National Geographic Society propose a curricular sequence for all geography courses (JCGE 1984). According to these experts, a geography sequence should cover the following conceptual areas or themes:

(1) Location (e.g., the absolute and relative positions of people and physical objects);

(2) Place (e.g., the distinguishing physical and human characteristics of locations);

(3) Relationships within places (e.g., human sustainability and environments; responses and adaptations to physical attributes in each place);

(4) Movement (e.g., transportation of materials and communication by people between places); and

(5) Region (e.g., the study of political, governmental, linguistic, physical, and demographic areas with unifying features).

At the elementary level, geography is often included in innovative curricula in social science, science, language arts, and math. Specific recommendations for elementary school curricula include such topics as

- Exploration of immediate, then remote places (self, home, school, neighborhood, community, state, nation, region, and world), and
- Development of basic skills (observations and generalizations, names and symbols, relative sizes and directions).

The JCGE (1984) also recommends specific course offerings for geography curriculum in grades 7–12. Offerings should include three semesters of state and world geography (grades 7–9), two semesters of Earth science (grades 8–10), and at least two courses in environmental, urban, political, historical, and economic geography (grades 9–12).

Many experts agree that a secondary-level course in geography should include both physical and cultural

elements (Crane 1989). Physical geography includes natural phenomena at the Earth's surface (weather, vegetation and fauna, landforms, marine processes) and addresses human interactions with natural systems. Cultural geography includes patterns in language, religion, government, economy and industry, and settlement, while also covering cultural diffusion and cultural interactions with the physical environment. In situations where geography is integrated into other secondary school courses, experts recommend extensive activities in Earth science, biology, history, world issues or politics, foreign language, and literature (Crane 1989).

While there is widespread agreement over these curricular issues, there is somewhat less consensus surrounding the issue of an appropriate instructional format. Some geography educators argue that geography is best taught as a discrete discipline in its own course; others feel that geography is more appropriately taught within other courses. As a separate subject, geography instruction could theoretically expand to its former scope, gaining instructional time and resulting in increased knowledge and expertise among teachers who have received training in that specific subject area (JCGE 1984). However, practical considerations suggest to educators that geography may be best suited for integration into other courses.

Instruction

Many proponents agree that thematic, activity-based approaches suit geography instruction well. Common recommendations include the following:

- Students should frequently read, interpret, and make different kinds of maps (JCGE 1984);
- Teachers should solicit students' knowledge of different geographic areas, especially in groups of diverse student backgrounds (JCGE 1984);
- Students should work in collaborative, mixed-ability teams, and opportunities for students to teach should be common (NGS Education Division 1991); and
- Students should be given practice using diverse data sources such as census information and field research (JCGE 1984).

At the secondary level, experts also recommend that teachers (1) link physical and cultural geography, (2) ask students to observe and articulate relationships between the physical environment and human activities, and (3) examine patterns of physical features and trends in cultural characteristics (Crane 1989). Other suggested activities include

- Understanding and interpreting maps, graphs, and simple data recording instruments;
- Producing maps and graphs, as well as making field observations; and
- Gathering information and locating resources necessary for geographic research.

Most educators also agree that new instructional technology is a powerful tool for improving geography instruction. Interactive videodisc systems and satellite networks, for example, give students access to large amounts of information and facilitate contacts with foreign countries (Agnone 1989).

Teacher Preparation

In order to facilitate the goals of geography education, some policymakers and educators emphasize the importance of providing improved training and technical support for teachers. To address the problem of teacher preparation and support, the National Geographic Society has created Geographic Alliances (professional associations of geography educators) and the Institute and Leadership seminars during summers and vacations (Agnone 1989). However, the fact that only a few colleges and universities offer degree programs in geography continues to constrain preservice training opportunities and the supply of geography teachers.

Obstacles and Initiatives

While there is little disagreement over many of the goals, methods, and curriculum of an improved geography education, implementing these recommendations may prove extremely difficult for educators and policymakers. For example, broadening the scope of geography curricula may create conflicts with other well-established courses, and reorganizing course curricula across established disciplines would present tremendous challenges. Budget difficulties, chronic scheduling problems, and shortages of qualified teachers also may combine to foil many reform efforts (NGS 1989a).

In recent years, however, there have been several major reform efforts and initiatives. Some private foundations and education associations have actively promoted geography instruction. The National Geographic Society, for example, plays a large role in disseminating materials and focusing attention on the value of geography as an academic discipline. The expanded role of nonprofit organizations' efforts goes beyond magazine and television shows of the past, school partnerships, financial support for exemplary programs, and training courses (Agnone 1989). Also, in 1990, the National Governors' Education Summit named

geography as one of five core subjects in which all American students are expected to demonstrate competence by the year 2000—a significant step toward raising awareness of the need for improved geography instruction. The National Council of Geographic Education, in coordination with the Association of American Geographers, the National Geographic Society, and the American Geographical Society, is currently working on geography standards. In addition, since 1988, the Universities of Colorado, California, and Tennessee have added geography requirements to their admissions criteria; some state education agencies also have added requirements for courses in high school. Testing geography achievement has also increased, and in 1994 the National Assessment of Educational Progress will conduct its second national assessment of achievements in geography.

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Part II

School Profiles—Geography

Lee County Primary School
Leesburg, Georgia

GENERAL OVERVIEW: The geography program at Lee County Primary School focuses primarily on the homes and community of its students. Students develop vocabulary skills as they learn to describe their homes, landforms, directions, and relationships between natural and manmade features in the community.

A variety of activities is used to teach different types of geography skills and important facts about the region around the school. Recently, second-grade students painted a large map of the county on the school's parking lot. They then compared smaller maps to the larger one and, using symbols and legends, included roads, highways, and important points of interest.

Other geography projects expose students to local farm products that are marketed throughout the country. Field trips to area farms provide students with agricultural information about their community. Students also learn about the environment and conservation through an ecological project that was recently created in a wooded area close to the school.

CONTENT: Teachers emphasize local geography at each grade level as students learn about the relationships between school, home, community, county, and the state. Even when students begin to learn about other nations, their point of reference is often their community or county.

INSTRUCTIONAL PRACTICES: Second-grade students learn about other parts of the country through a special pen pal program in which they write to students who live in places called Lee County or Leesburg in different areas of the United States. Students compare climate, resources, products, and other features of their community with their new pen-friends.

During an annual program known as "'Round the World at Christmas," the kindergarten classes introduce an international flavor as they transform their classrooms into a specific country for the day. Students wishing to enter a particular classroom must present student-designed passports, and each room is decorated with themes from the country being represented. While visiting each country, students are treated to local songs and music; and they can sample some of the foods that are available.

ACHIEVEMENTS: Although there were no specific achievements in the field of geography, the school reported that from 1987 through 1989, second graders at Lee County Primary School consistently averaged at or above the 75th percentile in reading and at or above the 83d percentile in language and mathematics.

CONTEXT: Located in a small, rural community, Lee County Primary School serves 974 students in grades K–2. The student population is 80 percent white and 20 percent African-American. Approximately 34 percent of students receive free or reduced-price lunches.

CONTACT: Neal Posey, Principal, Lee County Primary School, 470 Magnolia Street North, P.O. Box 9, Leesburg, GA 31763; (912) 759–6120.

Aikahi Elementary School
Kailua, Hawaii

GENERAL OVERVIEW: Aikahi Elementary School has taken advantage of its multiethnic faculty and students to enhance geography instruction. The curriculum centers on five basic themes: location, place, human-environment interaction, movement, and regions. Specific skills and content knowledge are taught at each grade level within the context of these themes. For example, kindergarten students create maps of the school as they learn the concept of location, and sixth graders examine how geographic locations and governmental philosophies are intertwined as they explore the concept of place.

Through hands-on activities, field trips, and indepth research projects, teachers can challenge and stimulate students as they learn. Field trips to the neighboring island of Hawaii enable students to observe how people attempt to manage life among active volcanoes, and visits to nearby ponds and marshes help to promote environmental awareness and a sense of social responsibility. Students learn about movement as they use large classroom maps to plot the migratory patterns of their families and those of their ethnically diverse and mobile classmates. In addition, students recreate the experiences of the first Hawaiians as they migrated across the Pacific.

Current events and their impact on students' lives are examined and discussed within the context of geography. Integration with other subjects also is encouraged. Spanish and Japanese language and culture are studied by fifth- and sixth-grade students, and teachers encourage students to become appreciative of and nonjudgmental toward other lands and cultures. Several classes are also active participants in the Consortium for Teaching Asia and the Pacific in the Schools, which draws together many countries around the Asian-Pacific Basin in the spirit of sharing and cooperation.

CONTENT: The five geography themes and map skills are emphasized at each grade level as follows:

Kindergarten. Students are introduced to maps and various world cultures in several ways. For example, major Japanese and Chinese holidays are celebrated in the classrooms, and tasting parties are held in which parents bring foods from many parts of the world to be shared with the students. Map skills are taught as students then locate these countries on maps. Students also trace the migration of birds from Alaska to Hawaii, and they trace the journey of classmates who leave to reside in other places.

Grades 1 & 2. Students continue to celebrate ethnic holidays, and they also learn to compare and contrast different countries and communities. Two countries are studied in depth during the year.

Grade 3. A global approach is taken as students first look at space, then the continents, North America, the United States, and finally their community.

Grade 4. Students conduct a detailed study of the physical and cultural geography of the Hawaiian islands. A special "survival" exercise requires students to build a paper canoe and to spend an entire day in it while imagining they are in the ocean.

Grade 5. Students conduct a detailed study of major regions in the United States.

Grade 6. Students study the Pacific rim countries within the context of the five geography themes: location, place, human-environment interaction, movement, and region.

INSTRUCTIONAL PRACTICES: Geography is integrated in all subject areas; and cooperative learning, peer teaching, and a variety of hands-on activities is used by teachers. Geography games and individual maps have been purchased for each classroom, and a large map of the United States has been painted on the playground and is used for recreational and educational purposes. The school's extracurricular Geography Club meets weekly to participate in geography-related activities.

ACHIEVEMENTS:

- A sixth-grade student from Aikahi Elementary qualified for the state-level competition in the 1991–92 National Geography Bee.
- A first-grade teacher at Aikahi was named as a runner-up for the 1990–91 Freedom Foundation Award, in recognition of her outstanding geography lessons during the Gulf war.
- One Aikahi teacher was selected to participate in the National Geographic Society's summer geography institute. This teacher also will represent the state of Hawaii at a special geography workshop in California in 1993.

Looking at achievement more broadly, the school reported that its achievement profile for third- and sixth-

grade students who take the Stanford Achievement Test in mathematics and language indicates consistent performance in the 80–95th percentile range.

CONTEXT: Aikahi Elementary School is surrounded by well-manicured gardens and lawns in a middle to upper income suburban neighborhood 30 minutes away from Honolulu. The school's 597 students are 67 percent white, 26 percent Asian or Pacific Islander, 4 percent African-American, and 3 percent Hispanic. Approximately 12 percent of students receive free or reduced-price lunches.

CONTACT: Roberta Tokumaru, Principal, Aikahi Elementary School, 281 Ilihau Street, Kailua, HI 96734; (808) 254–3805.

Diamond Elementary School
Gaithersburg, Maryland

GENERAL OVERVIEW: In response to national survey findings that have indicated major weaknesses in geography content knowledge and skills among students, Diamond Elementary School has taken steps to strengthen the geography component of its social studies program. Map and globe skills are built into social studies units at each grade level, and the curriculum emphasizes the interrelationships between the physical and cultural environments in which people live, as well as the similarities and differences between diverse ethnic and cultural groups.

Many programs and resources have been introduced at the school to enhance geography instruction. The National Geographic Society's Jason Project, which involves an underwater study of the Mediterranean Sea, and the Society's Kids Network Program, which integrates geography with other academic subjects, have both helped to stimulate student interest. A variety of map games and computer programs have also helped to engage students in learning geography facts and concepts. Diamond's diverse student population creates many opportunities to bring geography alive. Parents and other guest speakers frequently visit the classrooms to share their knowledge of various regions and specific countries.

Also, the relevance of geography to everyday life is made clear by teachers, who integrate current events into the lessons. For example, students mapped the path of Hurricane Hugo and studied the region of California that was devastated by an earthquake a few years ago. Students and teachers apply map and globe skills daily as they learn about conflicts around the world and about the achievements and challenges of others.

CONTENT:

Kindergarten. Neighborhood—students learn about their neighborhood and the area surrounding the school. Basic map skills are introduced.

Grades 1 & 2. Community—students continue to use maps as they learn about various community service occupations throughout the county.

Grade 3. Ghana and Japan—students learn about the important physical, regional, and cultural features of these two countries.

Grade 4. Maryland—students study the geographic features of the state and intrastate variations.

Grade 5. United States—students learn about the major physical features of the country and about regional and interstate similarities and differences.

INSTRUCTIONAL PRACTICES: Each year, the entire school celebrates International Week during which all countries represented in the diverse student body are recognized. Students research each of the 17 countries, and parents and embassy officials are invited to the school to make presentations. The week culminates in a parade in which students wave the flag of each nation and dress up in costumes representing the traditional garb of their chosen country.

Several students in the upper grades are members of the Geography Club, which created and organized a geography game that was played by students in each grade level. Each week, specific, age-appropriate geography questions were formulated and read to students in their classrooms. Responses were deposited in a box, and a weekly drawing was held to decide the winner for each grade. Winners received special ribbons and had their names posted outside their classrooms and in the school library.

ACHIEVEMENTS: Although there were no specific achievements in the field of geography, the school reported that on the 1988 California Achievement Test, third-grade students averaged at the 90th percentile in language and at the 94th percentile in mathematics. On the same test, fifth graders averaged at the 92d percentile in language and at the 87th percentile in mathematics.

CONTEXT: Diamond Elementary School is located in an upper middle-class suburban neighborhood. The school serves a diverse population of 723 students in grades K–6. Approximately 76 percent of students are white, 12 percent are African-American, 7 percent are Asian, and 4 percent are Hispanic. Less than 1 percent of students receive free or reduced-price lunches.

CONTACT: Alfred Sklarew, Principal, Diamond Elementary School, 4 Marquis Drive, Gaithersburg, MD 20878; (301) 840–7177.

Aquila Primary Center
St. Louis Park, Minnesota

GENERAL OVERVIEW: There are five major themes covered in Aquila Primary Center's K–3 geography program: location, place, movement of people, the environment, and regions. Kindergarten students learn how to identify directions and how to find locations on a map and globe, while older students expand this theme to include actual and relative locations of specific places. Often this is done within the context of current events. Students in the first grade explore the cultural and physical regions of the United States; second graders focus on St. Louis Park as a place that may be contrasted with other places throughout the world. Third-grade students learn about communication and transportation systems that move people, materials, and ideas around the world. All grade levels are taught about how communities and natural environments change over time; they also examine the need to conserve, recycle, and protect the environment.

Aquila has an extensive supply of geography resources such as maps, globes, atlases, textbooks, films, computer software, library books, and reference materials. In addition, students in grades 2 and 3 participate in a daily 5-minute supplemental program called GROW (Geographic Review of Our World). The program enhances their ability to locate geographic features, natural and political boundaries, capitals, and other items on a map.

A variety of interesting activities engage students in the study of other cultures and the world as a whole. Students may participate in International Food Day, ESL (English as a second language) Recognition Day, or in performances that showcase the music, dance, drama, and costumes of different cultures. After-school and summer courses in French, Spanish, German, and Norwegian also include the study of culture and geography.

CONTENT: Map skills are taught in conjunction with current events at all grade levels, and each classroom receives newspapers regularly. Environmental issues are also examined and discussed in all classrooms.

Kindergarten. Students are introduced to the concept of location through examples drawn from their classrooms, the school, and the surrounding neighborhood.

Grade 1. Students explore similarities and differences among the various regions of the United States.

Grade 2. Students become involved in the Adopt a Country project in which they complete a detailed study of their community and then compare it to a specific community within the country they have adopted.

Grade 3. Students examine transportation and communication systems around the world. Art is also integrated as students become "touring artists," drawing items or features they would expect to find in different countries of the world.

INSTRUCTIONAL PRACTICES: There are more than 30 English as a second language (ESL) students at Aquila, and staff and students go to great lengths to celebrate the school's cultural diversity. During the annual Cultural Awareness Week festivities, every classroom chooses a country and creates a special display booth illustrating what they have learned about it. Displays feature examples of food, clothing, crafts, and resources found in that country. Students also sing songs and perform dances that reflect the country's culture and language. Parents of ESL students also are invited to the school for a potluck dinner at this time.

Trained volunteers visit the school each year to teach a special geography unit for gifted and talented students. Classes meet once or twice a week for approximately 6 weeks, and students conduct highly detailed, indepth studies of a particular country during this period.

ACHIEVEMENTS: Although there were no specific achievements in the field of geography, the school reported that in the 1989–90 school year, 90 percent of Aquila's second-grade students scored at or above the 70th percentile in mathematics on the Assurance of Mastery Test, and 90 percent of third-grade students scored at or above the 64th percentile in reading on the same test.

CONTEXT: Aquila Primary Center is located in a suburban community on the west side of Minneapolis. The school has a population of 707 students in grades K–3, of which 91 percent are white, 5 percent are Asian, and 3 percent are African-American. There are 11 languages represented among the school's limited-English-proficient population. Fourteen percent of students receive free or reduced-price lunches.

CONTACT: David J. Dooley, Principal, Aquila Primary Center, 8500 West 31st Street, St. Louis Park, MN 55426; (612) 938–3399.

Hebrew Academy of Atlantic County
Margate, New Jersey

GENERAL OVERVIEW: Geography is emphasized throughout the social studies curriculum at the Hebrew Academy, and it is regularly integrated into most of the other academic areas. The cumulative program begins with simple orientation exercises in the lower grades and culminates in sophisticated discussions of global variations, international relations, and other geography-based topics in the eighth grade. References are made to maps and other geographical visual aids in many areas of study, including literature, history, Judaic studies, and current affairs. Guest speakers are invited regularly to share information on their native countries with students.

Students learn about the geographic facts and features of countries through innovative activities. For example, students in grades 5 and 6 produce travel itineraries for imaginary trips to California and a foreign country of their choice. Each itinerary includes information such as the route they will travel, transportation and hotel fees, cultural activities they will attend, time zone variations, exchange rates, and background information on the history and politics of the area. Other activities require students to create original travel brochures for individual states and to redesign the map of the United States by considering demographics, crops, rivers, mountain ranges, and other geographic details.

For many students, the highlight of their elementary education is the 2-week trip to Israel in the spring of their final year. Before leaving, students complete a thorough study of Israel's geography, as well as the geography of the countries that they must pass over or through before arriving at their destination.

CONTENT: Students explore the various geographic regions of the United States. They also study specific states as they complete their travel brochures with the help of the Chambers of Commerce in different states.

Exposure to world geography and cultures occurs as students create travel itineraries to foreign countries and as they prepare for their trip to Israel. A detailed study of the physical and cultural features of the nations on their travel route is completed before they leave. Geography is also taught via current events, and map skills are emphasized at all grade levels.

INSTRUCTIONAL PRACTICES: By the time students arrive in Israel, they are well informed about the geography of the area. One of the most interesting activities they engage in is the hunt for the time capsule that was buried by students the year before. They figure out its location by reading a specially prepared map of a specific area. After locating the time capsule, the new group of students buries another time capsule with objects of their choosing, and a map is prepared to help the following year's group locate it. All students are required to keep a log and a diary of their trip. On their return from Israel, they give brief presentations to students in the lower grades by presenting a slide presentation of the trip.

ACHIEVEMENTS: Although there were no specific achievements in the field of geography, the school reported that from 1987 through 1989, 100 percent of the students who were eligible to take the Stanford Achievement Test scored above their grade levels.

CONTEXT: The Hebrew Academy of Atlantic County is located within a Jewish community of 17,000 people. Although it has historically followed a traditional religious philosophy, the school has also attracted students from the varied religious philosophical backgrounds of the broader Jewish community. The school, which is 99 percent white, serves 155 students in grades K–8. Thirty-three percent of students receive scholarship assistance, including tuition reduction.

CONTACT: Rabbi Mordechai Weiss, Principal, Hebrew Academy of Atlantic County, 601 North Jerome Avenue, Margate, NJ 08402; (609) 823–6681.

Andrew Jackson Elementary School
Old Hickory, Tennessee

GENERAL OVERVIEW: Evidence of the importance of geography is visible throughout Andrew Jackson Elementary School. Maps, globes, and murals depicting various cultures and places decorate the halls and classrooms of the school. A large map of the United States is painted on the playground.

Various strategies are used to expose students to the cultures that are represented around the world and in their own community. For example, the entire school is involved in an interclassroom competition to name the "mystery country of the week," as clues are given during the daily morning announcements. In addition, a large international festival is held each spring to culminate a year-long program in which a different country is recognized and highlighted in classes each month.

Students are actively involved in several other programs that broaden their knowledge of the world around them. The National Geographic Society's Kids Network computer program examines the relationship between environment and culture. Students use computer maps and printed maps to locate and compare different communities, and they learn about the experiences of other students through the exchange of letters and other sources of information. The school also celebrates National Geography Awareness Week each November. As part of this celebration, guest speakers are invited to the school; and students participate in debates, role playing, and letter writing to learn as much as possible about the topic being studied. Students in grades 4–6 also compete in the National Geography Bee each year.

To enhance geography instruction, teachers at Andrew Jackson Elementary School have implemented an addendum to the state's social studies curriculum guide. Teachers now receive a curriculum packet for teaching map and globe skills; a systemwide Map and Globe Skills Continuum provides sequenced instruction in this area. The school's Parent Teacher Organization also supports geography education by providing additional supplies such as maps and globes.

CONTENT: Map-reading skills are emphasized at each grade level.

Grades K–2. Students are introduced to map reading, and they learn basic geographic concepts and terms related to direction and location. Examples are drawn from the area around the school and the nearby community.

Grade 3. United States—a general overview of the states and their geographic features.

Grade 4. Students study the geographic regions of the United States in more detail and complete a special unit on Tennessee.

Grade 5. U.S. history is emphasized with map-reading skills integrated into many of these lessons.

Grade 6. World Geography—a general overview of the various regions of the world, with a special emphasis on physical and cultural features.

INSTRUCTIONAL PRACTICES: Map reading is emphasized throughout the curriculum, and efforts are made to integrate the skill in all subject areas. For example, during physical education classes, teachers may use the large, colorful map of the United States that is painted on the playground. A student may be told to "Go to Utah and do 10 jumping jacks," or a student may be given other instructions that would test his or her knowledge of where states or important physical features are located. In addition, large maps of the United States and Tennessee are posted in the common areas, and students are asked to show where they were born.

ACHIEVEMENTS:

- A student from Andrew Jackson Elementary is a current state finalist in the 1991–92 National Geography Bee.

Looking at achievement more broadly, the school reported that it received the Governor's Salute to Educational Excellence in Tennessee in 1988.

CONTEXT: Andrew Jackson Elementary School, which serves 581 students in grades K–6, is located within the Nashville metropolitan area. The neighborhood around the school is racially mixed, with a wide range of socioeconomic groups represented. Students living in the inner city of Nashville also are bused to the school. The student population is 82 percent white and 16 percent African-American; 21 percent of students receive free or reduced-price lunches.

CONTACT: David King, Principal, Andrew Jackson Elementary School, 110 Shute Lane, Old Hickory, TN 37138; (615) 847–7317.

Corpus Christi Catholic School
Houston, Texas

GENERAL OVERVIEW: Corpus Christi Catholic School provides all students in grades PreK–8, with an innovative geography program. Students in the primary grades use manipulatives such as continent puzzles, maps, and globes, as well as music and art, to learn facts about the world around them. In the first and second grades, students begin to explore individual countries in more depth. Guest speakers are invited to share their knowledge with students, directions are taught, and students begin to use newspapers and reference materials to inform themselves about the peoples, animals, plants, and climates of the Earth. An appreciation for the Earth and its many gifts is constantly emphasized during instruction.

Map skills and the geography of the United States are emphasized in the elementary grades, along with the continued study of other countries. Research skills are taught, and students learn to give interesting oral reports on countries or regions they have studied. By examining current and historical maps, students gain an understanding of the influence that technology and the space age have had on maps used today.

All classes in the middle school study geography. Students are encouraged to compare and contrast the physical and human patterns found in various regions of the world as they focus on the five major themes of location, place, relationships, regions, and movements. Students are also encouraged to interpret the relationship between the Earth's physical and human systems. Students in the middle grades also participate in research-based Creative Geography. In this unit, they create an imaginary country that must possess realistic geographic features and cultural characteristics that are consistent with its area and climate.

CONTENT: Map skills are emphasized at each grade level.

PreK–Kindergarten. Students learn basic map skills as they study the different continents and the animals and crafts unique to each.

Grades 1 & 2. Students study major countries on each continent, with a special emphasis on culture, climate, and plant and animal life.

Grades 3–5. Students continue their study of countries around the world, but they also focus on the United States as they learn about the important geographic features of each state.

Grades 6–8. Students learn to compare and contrast the physical and human patterns found in different regions of the world as they integrate the five themes developed by the National Geographic Society: location, place, relationships, regions, and movement.

INSTRUCTIONAL PRACTICES: In the primary grades, teachers try to make geography fun and interesting by teaching students geography-related songs and by integrating art and dance in the lessons. In the upper grades, students study various regions by investigating their physical, political, and cultural features through the use of maps, globes, newspapers, and magazines. In addition, the use of research tools helps bridge the gap between the physical and social sciences and reinforces the use of other academic skills such as mathematics and writing.

ACHIEVEMENTS: Although there were no specific achievements in the field of geography, the school reported that between 1986 and 1989, students consistently averaged at or above the 78th percentile in language and at or above the 61st percentile in mathematics on the Stanford Achievement Test.

CONTEXT: Corpus Christi Catholic School serves 229 students in grades PreK–8 in southwest Houston. Several low-income apartment buildings, as well as an older, middle-class community, surround the school. Approximately 40 percent of area residents are over 65 years old. The diverse student population is 50 percent white, 22 percent Hispanic, 15 percent African-American, 11 percent Asian, and 2 percent American Indian. Nineteen percent of students receive scholarship assistance, including tuition reduction.

CONTACT: Marty Rudolph Webb, Principal, Corpus Christi Catholic School, 4005 Cheena, Houston, TX 77025; (713) 664–3351.

Ashlawn Elementary School
Arlington, Virginia

GENERAL OVERVIEW: Ashlawn Elementary School's social studies curriculum emphasizes geography content and skills at all grade levels. For example, kindergarten and first-grade students learn how to draw community maps, while classes in the middle grades explore global variations in resources, cultural groups, politics, and economics. All students learn how to use local and international maps, globes, tables, and graphs to gather information about people and places in different parts of the world. Music, art, and crafts are also used to enhance student understanding of cultures and other geographic concepts.

A variety of programs and games help to promote student interest in geography. The National Geographic Society's Kids Network allows Ashlawn's students to communicate with other schools via computer. Participating students can learn about important regional differences and current environmental issues. The Question of the Week competition challenges students to use maps or globes to answer geography-related questions. Students who answer questions correctly are recognized on special award lists posted in their classrooms and in the library. Other activities include the National Geography Bee and Man's Icons, a project that examines the relationship between architecture and society.

CONTENT: The five geographic themes of location, place, movement, regions, and the environment are stressed throughout the curriculum, along with the development of map-reading skills.

Kindergarten. Students explore the theme of location, and using simple community maps and maps of the school, they learn about direction and relationships between places.

Grade 1. Students begin to identify physical features such as mountains and bodies of water on their maps. They also learn about distances and are given simple map-related problems to solve that require them to plot routes and to describe them in geographic terms.

Grade 2. Students begin to use map symbols and new geographic terms, and they learn how to make their own maps. Discussions about other world traditions and cultures are also introduced.

Grade 3. Students use more advanced symbols and legends related to bodies of water, vegetation, and elevation. The significance of map scales is also examined, and students use tables and graphs to convey information about different countries.

Grade 4. Students explore the uses of different types of maps such as population density maps, natural resources maps, weather maps, and aerial maps. The features and characteristics of different regions of the world are also examined, along with the concepts of latitude, longitude, and time zones.

Grade 5. Students learn about early civilizations, and they examine differences between ancient and modern maps. Reasons for changes over time are discussed.

INSTRUCTIONAL PRACTICES: Several schoolwide activities help to inform students about the world around them. Each year, there is an International Day celebration during which the ethnically diverse student body marches in a parade carrying the flag of their native country; many of these countries are the focus of classroom activities and discussions. During Black History Month, the emphasis is on the continent of Africa, and a special unit on African foods is taught. Students learn about the medicinal properties of many African foods and plants, and they trace these foods to where they are now eaten in North and South America and the Caribbean. Celebrations of Arbor Day and Earth Protection Day serve as a vehicle for introducing concepts such as reforestation, recycling, and the ozone layer; these days also help to heighten students' awareness of the need to protect the environment.

In an effort to encourage minority parental involvement in their children's education, Ashlawn's Parent-School Partnership held two workshops for parents entitled "Understanding Geography" and "Geography and Computers." The workshops were conducted in Spanish, and they exposed parents to some of the activities their children are involved in at school.

ACHIEVEMENTS:

- An Ashlawn teacher was nominated for the 1991–92 Christa McAuliffe Award by the Virginia Geographic Alliance.
- Ashlawn successfully competed for a special grant that enabled them to invite a professional cartographer to work with students in their classes during the 1990–91 academic year.

Looking at achievement more broadly, the school reported that in 1989, Ashlawn averaged in the top

quartile compared with all schools in the district on the Iowa standardized tests.

CONTEXT: Ashlawn Elementary School is located in the center of an ethnically and economically diverse county, and its student population reflects this fact. Single-family homes and small businesses are located near the school, although in recent years the number of businesses has declined because of the rapidly increasing cost of real estate in the area.

Ashlawn changed from a K–6 to a K–5 school in the 1990–91 academic year, and it now serves approximately 300 students. The student body is approximately 64 percent white, 19 percent Hispanic, 9 percent Asian, and 8 percent African-American. Of the students, 28 percent are limited-English proficient, and 23 percent of students receive free or reduced-price lunches.

CONTACT: Camay Murphy, Principal, Ashlawn Elementary School, 5950 North 8th Road, Arlington, VA 22205; (703) 358–5270.

Part III

History Education: Curricular Frameworks and Guidelines for Elementary and Secondary Schools

The social studies curriculum in the United States emphasizes the role of citizens in a democratic society. Students learn how society is governed: They learn about the role of laws, the role of the government at the federal, state, and local levels, and the role of individual citizens within society. When history is placed at the core of the social studies curriculum, students can learn about historical events and movements, and from these, they can learn lessons that apply to current issues and dilemmas. History courses also provide a framework and a perspective for students from which they can better understand other subjects such as geography, economics, government, literature, art, and science.

Several recent reports have recommended that history be returned to the center of the social studies curriculum. The National Commission on Social Studies in the Schools (1989), the California State Department of Education (1988), and the Bradley Commission (1988) have all recommended using history and geography as the centerpiece of the social studies curriculum. One state superintendent calls history "the glue that makes the past meaningful, the lens through which children and adults can come to understand the world that they live in and understand how it was shaped." The Bradley Commission concludes that "history is the discipline that can best help [students] to understand and deal with change, and at the same time to identify the deep continuities that link past and present." These characteristics make the history curriculum the ideal starting point for improving social studies instruction.

Interdisciplinary Instruction

To develop students' understanding of the relationships among different fields, teachers can integrate the historical perspective into the study of other social sciences, including geography, economics, political science, anthropology, psychology, sociology, and the humanities. With history as the base, the analytical skills of other fields can be directly incorporated. In addition, by establishing a connection between history and language arts, science, and the visual and performing arts, one can create a more complete picture of past and present societies.

Integrating various subjects and courses with the history curriculum is also one of the best ways to make history come alive for students. By combining the use of literature, primary texts, and secondary sources in a history course, teachers can help enhance their students' understanding of various topics and issues. Original documents and storytelling can be the key to piquing students' interest in history and to ensuring that they remember what they learn.

Visiting historical landmarks, recreating historical events through drama, and learning firsthand about life in earlier times can all serve to increase students' understanding and retention of history. Remnants of the past are all around us, whether one lives in a large city or a small town, and students can be informed of this through creative means. In many cases, teachers do not have to go very far to locate historical landmarks, museums, or cultural events that bring history alive and give students a firsthand view of past cultures and lifestyles.

Local history projects are another way of involving students in recreating and retelling the past. By interviewing community leaders, relatives, and other key individuals, students can learn about the history of their own family and community. Students also may gain an appreciation for different perspectives and attitudes through role playing and dramatic productions. These activities can provide unique opportunities for students to assume the life of someone from a different culture or period.

Time on Task

In addition to linking the study of history to other fields, several reports have also recommended increasing the time schools devote to the teaching of history. Recent studies (Bradley Commission 1988; California Framework 1988; National Commission on Social Studies 1989) called for greater time commitment to the study of history. These reports do not suggest that other areas such as political science and economics be neglected. Instead, advocates of greater attention to history believe students must learn the complex combinations of variables that affect historical events so that they understand a historical continuum. In addition, they emphasize that the study of history needs to build over

time. For example, the California Framework helps unify history and social studies by creating a curriculum that begins in kindergarten and continues through 12th grade. Many experts agree that to maintain student interest and to build on what students know, the curriculum needs to be cumulative and coordinated.

Cultural Diversity

Recent curriculum frameworks in history emphasize the diversity of both the nation and the world. As the student population of public schools becomes increasingly composed of minority groups, and as world politics and economics bring different cultures into closer contact, the need for students to understand the history of others becomes more important. As a result, new curricula often highlight the contributions of African-Americans, Hispanics, Asian-Americans, and American Indian groups, among others, in an effort to provide all children with a more well-rounded perspective on how our country has been shaped. In addition, as different regions of the world assert their power and take part in the world economy, it has become increasingly important for history-social studies curricula to include previously neglected areas. The National Center for History in the Schools at the University of California, Los Angeles, is developing standards for history. The projected completion date for the standards is 1994.

In order to change curriculum and teaching to meet these emerging priorities, educators may need to revamp their entire social studies curriculum as California has done. The strength of a school's history-social studies program will influence the degree to which students understand their role in society and their civic responsibilities. A strong program will teach students not only about their neighbors next door but also about their "neighbors" around the world.

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Part IV

School Profiles—History

Black Mountain Middle School
San Diego, California

GENERAL OVERVIEW: Black Mountain Middle School has combined social studies with language arts into a 3-period "Basic Ed" block. The block meets for 11 or 12 hours each week and incorporates reading, writing, listening, speaking, and critical thinking skills in the context of a social studies and geography-centered curriculum. The program reserves planning time for teachers and employs integrated lesson strategies that focus on interactive and cooperative learning. To keep student interest high, teachers regularly use debates, simulations, role playing, readers' theater, and primary documents. All classes are heterogeneously grouped to include students of all abilities and language backgrounds.

Writing development is one of the main goals of the Basic Ed program. In 1990–91, the school's faculty invited three mentor teachers from the district to work with them in the areas of writing, literature, and social science. The mentors helped teachers integrate literature and writing into the study of history. Students now read historical novels, plays, and short stories and then respond to the readings through journals, personal essays, dialogues, diaries, and historical newspapers.

Teachers at Black Mountain select important themes to study in depth, and students in each grade level participate in projects that give them a deeper understanding of the topic. Sixth-grade students develop a model community where they explore real-life issues by designing and implementing economic and political systems. Seventh-grade students organize and present a Renaissance Fair each spring with medieval drama, poetry, foods, entertainment, and jousts. Eighth graders conclude their year with classroom simulations of a trial and a field trip to the county courthouse.

Black Mountain Middle School has used technology to improve the history and geography curriculum. For example, students use interactive videos that display pictures, maps, and narration; teachers use the newsroom curriculum of Cable Network News (CNN), complete with lesson plans and an electronic encyclopedia. In addition, *American Heritage, Civil War Times,* and various periodicals are all cataloged for easy access.

CONTENT:

Grade 6. Students study the ancient civilizations of Africa, Europe, and Mesopotamia through the Roman Empire.

Grade 7. Students study Africa and Eurasia from the decline of the Roman Empire through the beginnings of the modern nation-state.

Grade 8. Students study U.S. history and geography from the framing of the Constitution through World War I.

INSTRUCTIONAL PRACTICES: Teachers with special areas of expertise have tried to recreate historical periods for their students wherever possible. One teacher turns his entire sixth-grade class into a medieval room, and students make shields and helmets and take part in recreational activities common to the Middle Ages. Another teacher shows students what it was like to live in the fur trade era by dressing in clothes of the time and by bringing in weapons and tools used and made by fur traders. A third teacher, who has become an expert on the American migration West in the 19th century, dresses up like a 49er and brings in articles typically used by the pioneers. Parents have the opportunity to take part in their children's education during the annual History Fair. Here, students and teachers make presentations in their area of interest.

Teachers have also begun using cooperative learning and authentic assessment techniques. Lecture time is kept to a minimum as students learn from one another in small, cooperative groups whenever possible. During each historical unit, certain groups become experts in an area of study and then make presentations to the rest of the class. The presentations are typically participatory, using short skits and primary documents to make history come alive for their classmates. Teachers have begun assessing students' work using portfolios. Students put completed assignments in files that are bound into a book at the end of the year. These files represent

students' best work and demonstrate their academic growth. Students are also taught to critique their own papers and those of their classmates, and they often work together to improve their work.

ACHIEVEMENTS:

- The Penasquitos Town Council awarded first place to a student for an essay on the Bill of Rights.
- The Daughters of the American Revolution awarded first place to another student for an essay on heroes of the American Revolution.
- Black Mountain won the Poway District Ready Writers Award for problem/solution essays dealing with social issues.

Looking at achievement more broadly, the school reported that in 1989–90, eighth-grade students scored in the 92d percentile in reading, mathematics, history, and science on the California Assessment Test.

CONTEXT: The area around Black Mountain Middle School has changed from a rural setting to a mushrooming suburb. With this growth, the school has begun to serve a more racially, ethnically, and socioeconomically diverse student body. Black Mountain serves 1,378 students in grades 6–8. Of the students, 73 percent are white, 21 percent are Asian, 4 percent are Hispanic, and 2 percent are African-American; 6 percent of students qualify for free or reduced-price lunches.

CONTACT: Candice Toft, Principal, Black Mountain Middle School, 9353 Oviedo Street, San Diego, CA 92129; (619) 484–1300.

Rancho Buena Vista High School
Vista, California

GENERAL OVERVIEW: The social studies department at Rancho Buena Vista High School uses team teaching and interdisciplinary approaches to give students a more complete understanding of history and related courses. History teachers work closely with their counterparts in the English department, and writing assignments are designed collaboratively. In addition, both departments share responsibility for teaching the historical research paper. History teachers work closely with English and art teachers to integrate core literary and artistic masterpieces into the history curriculum.

Rancho Buena Vista students have access to many resources that help them in their studies. For example, the school has a lecture hall that can accommodate up to four classes for multimedia presentations. A new research lab is connected to computer databases that allow students and teachers to link up with both local and national data sources. Students also have access to resources at area colleges, including library privileges at two nearby community colleges. The teachers are the school's strongest resource, with 15 of the 16 members of the social studies department having degrees in history, political science, or social science. In addition, 9 have master's degrees.

History and social studies teachers stress critical writing skills in their classes. In U.S. History classes, for example, the Go for the Gold Program offers students incentives, study help, and tutors to improve their writing.

The school has developed programs to meet the special needs of its diverse community. History teachers have added specially designed courses for the growing limited-English-proficient population. Classes such as Sheltered U.S. History and Bilingual World History give students access to the core curriculum while maintaining a focus on language development. Classes are taught in English, Spanish, or a combination of the two. In addition, a local college has offered a Chicano Studies class in response to student requests.

CONTENT:

Required courses

Grade 9	World Geography or World Civilizations
Grade 10	World History or Advanced Placement European History
Grade 11	U.S. History or Advanced Placement American History
Grade 12	American Government/Economics or International Affairs

Courses for limited-English-proficient students

- Sheltered U.S. History
- Bilingual World History
- Sheltered World History

INSTRUCTIONAL PRACTICES: Social studies teachers work together in planning curricula, choosing teaching materials, and deciding on instructional strategies. At the beginning of each year, teachers meet to adopt a calendar that matches the state framework for social studies. In addition, before starting each historical unit, teachers meet to plan the unit so a common core of concepts and content will be taught in all classes. Each historical unit also includes a multimedia presentation, which is developed by a teacher and is shown to all classes studying that particular topic.

History teachers use cooperative learning and participatory teaching techniques to make the classroom more student-centered. Where appropriate, students work in small groups with the teacher serving as a facilitator. Teachers also use interactive learning and role playing to keep student interest high. Students may be assigned roles with historical or societal significance and may be asked to recreate past events. Role-playing activities are usually followed by group discussions and writing assignments related to the activities.

ACHIEVEMENTS:

- Two teachers have been named Social Studies Teacher of the Year for San Diego County. One of them also was named San Diego County Teacher of the Year.
- In 1990–91, 39 percent of students who took the Golden State Exam in American History received high honors, honors, or school recognition.
- In 1989–90, 65 percent of students who took Advanced Placement European History received a grade of 3 or higher, and 63 percent of students who took the Advanced Placement American History exam received a 3 or higher.

Looking at achievement more broadly, the school reported that in 1989–90, Rancho Buena Vista students scored above state averages on the California Assessment Program (CAP) Test in reading, writing, and mathematics. When compared to schools with similar demographic features, Rancho students scored from the 72d to the 88th percentile on the CAP Test.

CONTEXT: Rancho Buena Vista High School is located in an economically and ethnically diverse area. Student mobility is high, with nearly 25 percent of students moving in and out of the school each year.

Rancho serves 2,148 students in grades 9–12. Of the students, 69 percent are white, 20 percent are Hispanic, 5 percent are African-American, and 3 percent are Asian. Thirteen percent of students qualify for free or reduced-price lunches, and 4 percent of students are limited-English proficient.

CONTACT: Alan Johnson, Principal, Rancho Buena Vista High School, 1601 Live Oak Road, Vista, CA 92083; (619) 727–7284.

Broad Meadows Middle School
Quincy, Massachusetts

GENERAL OVERVIEW: Broad Meadows has created an interdisciplinary program that introduces students to broad historical events while giving them the opportunity to study certain periods and events in depth. Students read and interpret texts related to the historical period being studied, and teachers use interactive methods to improve students' understanding and retention of the material. Teachers also encourage students to incorporate art projects into history reports, and at the end of the year, students and teachers produce a musical drama related to major themes in the history course. Students become actively involved in the historical themes through reading novels, journal writing, role playing, dramatics, scientific inquiry, music, dance, culinary and industrial arts, and a variety of field trips.

All history classes at Broad Meadows include a 10-week local history segment. Students learn about U.S. history and about the changes that have occurred in their home city. As part of the class, students have produced an award-winning video, "Quincy Pride: Quincy Shipbuilding," in which they recorded, via interviews, the unique historical perspectives of men and women who had worked at the shipyard decades ago. The local history strand teaches students about the changes that have occurred in their city and about Quincy residents who have influenced history.

The school has also developed a 10-week human rights course for each grade. The course introduces students to human rights issues—both past and present, foreign and domestic—and presents nonviolent alternatives to resolving conflicts. Literature and writing classes reinforce the human rights theme by examining the concepts of scapegoating, prejudice, and poverty. In addition, language arts classes focus on human rights issues by selecting readings from historical struggles, including the African-American experience, Japanese internment, and the Holocaust. Students react to their readings through journal writing and discussion groups. World geography classes allow students to apply what they have learned and to analyze the effects of these issues on the global community.

Broad Meadows' history program draws on well-qualified teachers and the full support of the school and surrounding community. All history courses are taught by certified social studies teachers who have at least a major in history or who have substantial history studies in their academic backgrounds. The school district and local contributors have provided support for field trips, inservice training, summer planning workshops, and the purchase of specially designed curricula.

CONTENT:

Grade 6. American History: Birth of the Nation—this course focuses on the Revolution, the Constitution, the Bill of Rights, and Quincy residents who were influential in early American politics.

Grade 7. American History: Industrial Revolution to the Present—this course examines local and national changes during the past 150 years.

Grade 8. World Geography: Our Changing World—this course focuses on current events around the globe and the role of the United States. It asks students to spot injustices (internationally, nationally, or locally) and to take some action to address the situation.

INSTRUCTIONAL PRACTICES: History teachers at Broad Meadows use the Boston area's plethora of historical sites to bring history to life for their students. The Classroom on Wheels takes students to the Revolutionary War battlegrounds in Lexington and Concord and to a cemetery in Quincy where Revolutionary War soldiers are buried.

Role playing is also used extensively in the classroom. Seventh-grade students study profiles of families who lived in a Massachusetts village during the 19th century, and they spend a month recreating their lifestyles in the classroom. In addition, they learn how to make candles in shop class; in dance class, they learn dances that were popular during the 19th century. At the end of the month, students travel to a village that has been recreated to look like the village they studied. Later, they spend a month living as 19th century city residents of Boston, learning about and reenacting city life. Students finish the month by traveling to see historic Boston houses where many of the people they studied once lived.

Students learn about the Industrial Revolution by taking part in a musical drama about the time. The historically accurate script has a part for all 100 students, who act out the part of mill hands, factory owners, and politicians during the height of the Industrial Revolution. Students once wrote an award-winning play about a young woman living in the early 19th century who had to decide whether to stay on a farm with her family or move to the city to earn more money. In a nearby town there are many old, restored mills, and students are taken

on class trips to museums in this area to see the mills firsthand.

Guest speakers from foreign consulates in Boston sometimes visit eighth-grade classes to give lectures on their respective countries and the conflicts and issues they face. All students are expected to complete special assignments related to the topics and issues covered by guest speakers, or that have been studied during out-of-class activities.

ACHIEVEMENTS: As a result of the history program, teachers have noted a general increase in student and parent enthusiasm toward the school, as well as significant improvements in students' reading scores and school attendance. In 3 years, daily student attendance has increased 3–5 percent, and reading scores on the California Achievement Test have improved from the 52d percentile to the 59th.

Broad Meadows also has won many awards for its human rights and local history projects, including:

- Recognition from the local school committee and the city council for developing exemplary history programs.
- The Massachusetts Teacher Association's Human and Civil Rights Award, for those teachers who designed the human rights course and brought human rights into the classroom.
- A first place award in the 1990 National Arts and Entertainment Student Video Competition, from Massachusetts Educational Television, for a 5-minute video on the women who worked in the shipyards during World War II.
- A first place award for original curriculum in The Governor's Office 1989 Competition, for the student-written play, "Abigail of Sturbridge Village."
- A first place award from Massachusetts Educational Television (1989), for its half-hour documentary on Quincy shipbuilding.

CONTEXT: Broad Meadows is located in a suburb of Boston and serves 284 students in grades 6–8. Most students live in nearby housing projects, middle-class neighborhoods, or working-class fisherman communities. An increasing number of students now come from minority and immigrant families. Of Broad Meadows students, 92 percent are white, 4 percent are African-American, and 4 percent are Asian; 48 percent of students qualify for free or reduced-price lunches.

CONTACT: Gerald Butler, Principal, Broad Meadows Middle School, 50 Calvin Road, Quincy, MA 02169; (617) 984–8723.

North Shore High School
Glen Head, New York

GENERAL OVERVIEW: The history program at North Shore High School has used interdisciplinary teaching, indepth research projects, and a variety of learning resources in an effort to make every student a historian. Teachers also have recently eliminated the honors track and increased the number of students in college preparatory classes.

Many history and social studies classes at North Shore are taught in conjunction with other classes. Ninth- and tenth-grade history courses are scheduled in time blocks with English courses, allowing teachers to collaborate in developing lesson plans and to address issues in greater depth. For example, one unit on India incorporated Hesse's *Siddhartha*, the film "Gandhi," and a study of Buddhism. All history classes include extensive writing assignments, and most students will complete several indepth research papers before graduating. Shorter papers and oral reports are also included in all courses.

In addition to writing, students must do extensive reading and research. The Integrated Studies course requires students to study four different cities during four separate eras. Teachers assign readings, including primary sources, for each city, and students must complete an extensive research paper or project at the end of the course. The Long Island Studies course combines literature, arts, ecology, social studies, and technology. Students learn about the development of the area through its history, literature, and art. Students also must complete an indepth research project or a semester-long internship. Recent internships have included volunteering at local elementary schools, working with elected representatives, assisting an attorney, and working in the county court system. At the end of the Long Island Studies course, students build a Long Island sharpie, a boat common to the area.

North Shore's history faculty have experience in teaching history at the high school or college level, and most have completed postgraduate degrees.

CONTENT:

Requirements

Grade 9	Developing World
Grade 10	European History
Grade 11	U.S. History

Electives

- Integrated Studies
- Long Island Studies
- Foreign Policy
- Economics/Business
- Crime and Justice

Advanced studies

- Advanced Placement European History
- Advanced Placement U.S. History

INSTRUCTIONAL PRACTICES: Teachers use a variety of teaching resources to make history come alive for students. Artists, musicians, visiting foreigners, and others give in-class presentations when appropriate. Teachers bring recordings, paintings, pictures, movies, and literature into the classroom to give students a fuller perspective on the topic of study. Out-of-class activities include trips to the Metropolitan Museum of Art, the Museum of Natural History, Ellis Island, and the United Nations.

Teachers use the Socratic seminar to integrate concerns of all students. Important historical themes are discussed and expanded upon as students complete projects on the topic. For example, after discussing the Middle Ages, students brought food, literature, and research projects into the classroom to illustrate various aspects of the society.

Teachers also have begun using authentic assessment and cooperative learning in the classroom. Students give demonstrations and exhibitions related to their projects, and portfolios of their best work are evaluated. Cooperative learning exercises encourage students to learn together in small groups, and representatives from each group give presentations on their project to the entire class.

ACHIEVEMENTS: Although there were no specific achievements in the field of history, the school reported that

- Ninth-grade students score significantly higher than national norms at all aptitude levels on the Educational Records Bureau Comprehensive Testing Program. On the New York State Regents' Examination, students scores are at or

above county averages, with at least 79 percent passing all subject tests.

- In the 1990 Scholastic Aptitude Test, the average student score was 443 verbal and 536 quantitative, with 76 percent of the senior class tested.

CONTEXT: Located in central Nassau County on Long Island, North Shore High School serves 537 students in grades 9–12. Of the students, 97 percent are white, and less than 1 percent qualify for free or reduced-price lunches.

CONTACT: Elaine Boyrer, Principal, North Shore High School, 450 Glen Cove Avenue, Glen Head, NY 11545; (516) 671–5500.

Convent of the Sacred Heart
New York City, New York

GENERAL OVERVIEW: Teachers at the Convent of the Sacred Heart emphasize writing, reading, and integrating material across the curriculum. To improve writing and thinking skills, students are required to write extensively in all their courses, and teachers devote a significant amount of time to teaching students organizational skills and other writing techniques.

All history courses emphasize significant historical facts, particularly sequence and causality. Students develop broad perspectives by exploring various interpretations of major historical events, and all contemporary events are examined within a historical context. In order to allow for indepth study of important topics, the World History and U.S. History courses were extended from 1- to 2-year sequences. This reorganization allows for the integration of review material into each course and has led to the development of a detailed, thematic approach to the study of recent U.S history. For example, a unit on the 1980s includes topics such as the role of government in race relations, business regulation and deregulation, labor-management relations, and the impact of agricultural, fiscal, and immigration policies.

Map work is integrated into almost all history courses to ensure that students develop solid geography skills. Newspapers and primary texts are also regularly assigned as sources for helping students better understand historical events and movements and their relationship to current events. Specific historical themes are often included in the curriculum of several classes, and teachers try to help their students see important connections between historical events over time, between geographic locations, and in literature and religion.

Students become actively involved in the study of history by participating in hands-on activities. For example, in the Model United Nations Program, students recreate the United Nations at a national convention of high school students. Each student plays the role of a representative from a different country. Students also learn to prepare and present legal cases by competing in the New York City Mock Trial Program. Some students have gained firsthand experience working at an archaeological site by participating in trips to sites in Cyprus and in the Western United States.

As students progress, they learn to analyze and to interpret historical events by developing their critical thinking skills. A more complex analysis of history is facilitated by a well-qualified staff (one of the three history teachers has a graduate degree in history, one has a graduate degree in geography, and one has a graduate degree in archaeology).

CONTENT:

Requirements

Grades 7 & 8	U.S. History Through the Civil War
Grade 9	World History I—Ancient and Medieval
Grade 10	World History II—Renaissance to Modern
Grade 11	Modern American History—1865 to Current

Grade 12 electives

- 20th Century History
- Economics and Current Problems
- Art History Survey
- Areas Studies: Asia, Africa, Latin America

INSTRUCTIONAL PRACTICES: Teachers use a variety of methods to introduce students to different historical concepts. Teachers use the Socratic methods of teaching to keep students involved, as well as more participatory methods such as team debates that require students to take sides on important historical issues. Teachers also assign individual students or groups to review historical units for the rest of the class. Films and videos are used whenever possible, especially in classes that cover current events. Computers are an integral part of the instructional program, especially for grades 7–10.

ACHIEVEMENTS: Although there were no specific achievements in the field of history, the school reported that

- In 1990, the average student score on the Scholastic Aptitude Test was 565 verbal and 551 quantitative, with 100 percent of the class tested.
- The entire class of 1989 (50 students) attended 4-year colleges and universities.

CONTEXT: The Convent of the Sacred Heart is the oldest independent school for girls in New York City, serving 500 students from the 5 boroughs and

surrounding areas. Of the students, 71 percent are white, 11 percent are Hispanic, 11 percent are African-American, and 7 percent are Asian. Approximately 8 percent of students come from low-income families.

CONTACT: Nancy Salisbury, RSCJ, Headmistress, Convent of the Sacred Heart, 1 East 91st Street, New York, NY 10128; (212) 722–4745.

Thomas J. Stovall Junior High School
Houston, Texas

GENERAL OVERVIEW: Stovall Junior High has developed an interdisciplinary program that includes World History, Texas History, and American History and Government. Teachers also integrate a geography segment into every history course. History courses stress the humanities and examine the architecture, literature, and fine arts of the people being studied, including ancient mythology and modern writing and works of art. Students are taught the historical significance of literature such as *Uncle Tom's Cabin,* Lincoln's Gettysburg Address, the *Red Badge of Courage,* and Martin Luther King's "I Have a Dream" speech. They also attend related art exhibits, lectures by the local historical society, and historical dramatic presentations.

Students learn by directly participating in activities. For example, each year, the school recreates the Constitutional Convention, forcing students to work through the conflicts, problems, and compromises for themselves. Also, after reading and discussing the American and Texas Declarations of Independence, students write their own Declaration of Independence. Sixth-grade students have been asked to recreate a day in the Middle Ages, while eighth-grade students travel to the County Courthouse to participate in a mock trial.

Each year, students participate in the history fair and complete research projects on designated historical themes. In 1990–91, the theme was human rights, and students examined the people, events, policies, and literature associated with the human rights movement around the world. Parents and other members of the community are invited for a special viewing of students' projects. In addition, students at all grade levels participate in the National Geography Bee each year.

CONTENT:

Requirements

Grade 6	World History and Geography
Grade 7	Texas History, Geography, and Government
Grade 8	American History and Government

INSTRUCTIONAL PRACTICES: Stovall history teachers try to make history come alive for their students by including field trips, guest speakers, traveling trunks, and hands-on activities as integral parts of the curriculum. For example, to get a firsthand impression of life in Houston during the first part of this century, students visited nearby structures built in the 1920s. Students are also given the opportunity to don the contents of a traveling trunk, which is full of recreations of the clothes and weapons used by the Spanish Conquistadors, so they can better understand what it was like to have lived during that period.

Students also recreate history in the classroom through ongoing projects such as Columbus' arrival in the Americas. In addition to reading about and discussing the history, geography, government, and society of the 15th and 16th centuries, students wear the clothing and study the art and architecture of the period being studied. Debates and discussions about the importance of various historical events are also conducted.

ACHIEVEMENTS:

- In 1989–90, a Stovall student advanced to the National History Fair competition and won third place for a historical paper. In addition, two other students qualified for the national competition, and six students qualified for the state competition.
- In 1990–91, a Stovall student placed seventh in the Texas History Fair competition.

Looking at achievement more broadly, the school reported that in 1990, students scored in the 30th and 40th percentiles on the Iowa Test of Basic Skills in language arts, math, and science. In addition, 85 percent of students mastered all three parts of the Texas Educational Assessment of Minimum Skills Test.

CONTEXT: Located in North Houston, the neighborhood around Stovall Junior High has recently changed from being a predominantly white, middle-class suburb to a racially and ethnically diverse area consisting of working-class families. The ethnic composition of the school has changed accordingly. Of Stovall's 1,345 students in grades 6–8, 33 percent are white, 33 percent are African-American, and 29 percent are Hispanic. Thirty-six percent of students qualify for free or reduced-price lunches.

CONTACT: Marilyn Jody Tyson, Principal, Stovall Junior High School, 11201 Airline Drive, Houston, TX 77037; (713) 878–0670.

Highland Park Elementary School
Austin, Texas

GENERAL OVERVIEW: Highland Park has created an interdisciplinary program that integrates science and social studies in cross-curricular units. Time spent each day varies from 30–45 minutes for formal instruction. History concepts are integrated in a social studies block that also includes geography, government, economics, sociology, character education, and social studies skills. This integrated approach allows teachers to incorporate state objectives in comprehensive units that explore many features of a selected historical period. Teachers strive to convey a vivid picture of life during a given time.

Some educators have argued that young children are not mature enough to grasp historical concepts. However, teachers at Highland Park believe that children can develop a sense of time and an understanding of the past. Children at Highland Park develop this awareness of the past because teachers pull from a variety of instructional strategies and resources to create units that stimulate student interest and build understanding. Teachers incorporate quality literature in units by sharing historical novels and provide enrichment through music and art activities. History concepts are integrated into the curriculum, and teachers build each year on earlier student learning.

The school operates on the knowledge that children can understand that real people carried out historical events in the past and that they themselves have the capacity to shape the future. Teachers use primary source materials such as letters, census records, journals, old photographs, and period maps to prove that significant people like Columbus and George Washington are not just characters in storybooks. After reading about Sam Houston in their textbooks, students examine copies of 1860 census records to find him on the Travis County census while he was Governor of Texas.

People from the past also serve as role models when teachers portray them as ordinary people who used their talents and resources to achieve their goals. Jean Fritz' biographies are school favorites because they describe significant people in their entirety. Students realize that even heroes are not perfect and that everyone must overcome weaknesses. The natural extension of this understanding is for students to realize their own potential for contributing to society.

Teachers reach beyond American history through enrichment units on Japan, the Middle Ages, and Ancient Greece. Fifth-grade students, for example, examine Greek culture and its contributions to modern society during this 6-week unit developed by Highland Park teachers. Instructional activities and events for the unit include a vocabulary unit highlighting Greek roots of words, a comparison of ancient and modern systems of government, art projects based on Greek myths read in class, productions of teacher-written plays based on Greek myths, and independent research on specific elements of Greek culture. The unit culminates with a Greek festival where students display the products of their studies.

CONTENT:

Grade 3. Middle Ages—this course presents an in-depth study of the Middle Ages. Just the mention of the Middle Ages excites students, filling their minds with images of castles, kings, and battling knights. Teachers take advantage of this enthusiasm by building state objectives for learning about communities into a complete study of the medieval period.

Grade 4. Pioneer Texas—among other activities, this unit exposes students to farm life in the 1880s and includes a trip to the Institute of Texan Cultures in San Antonio.

Grade 5. Greek Culture—as explained earlier, this course concludes with a Greek festival where students display the products of their studies.

INSTRUCTIONAL PRACTICES: Teachers have developed a cycle of curriculum that builds on student understanding by teaching from what is familiar to what is new, and from the new to another familiar concept. Kindergartners begin examining human relations and interdependency by focusing on the child and his position in the family. Each grade level builds on these early understandings to prepare fifth graders to examine the United States and its relation to the world.

Teachers use a variety of instructional strategies to go beyond rote learning and to actively involve students through role playing, group discussion, and student-initiated projects. Students often construct classroom timelines to illustrate graphically the sequence of events. In addition to active instructional strategies, teachers provide reading support and oral testing to help students with low-reading ability.

Higher order and critical thinking skills are addressed as students reflect on events from the past and how these

affect society today. Teachers set up "Back to the Future" scenarios in which students alter historical events and imagine what impact those changes might have on the present. Students also can predict what impact current events will have on the future.

ACHIEVEMENTS: Highland Park students have won many awards, and the school has been recognized for its achievements, including:

- Three fifth-grade student medal winners in the National Mythology Examination in 1991;
- Outstanding Partnerships Efforts, Partners in Education, 1990; and
- Texas Physical Education Teacher of the Year, 1988–89.

CONTEXT: Highland Park serves 561 students in grades K–5. Most students in this well-educated neighborhood live in the immediate area of the school. Of Highland Park students, 89 percent are white, 7 percent are Hispanic, 2 percent are African-American, and 2 percent are Asian. Three percent of students qualify for free or reduced-price lunches.

CONTACT: Claudia Tousek, Principal, Highland Park Elementary School, 4900 Fairview Drive, Austin, TX 78731; (512) 459–6313.

Eton School
Bellevue, Washington

GENERAL OVERVIEW: History at Eton School permeates the curriculum. A timeline approach is used to illustrate the concept of time, which leads to the idea of history. The developmental stages of children are considered as the concept of history unfolds through Montessori materials designed to excite interest and to produce an appreciation of what has come before. There is a sequence to this historical work, exposing students to Timelines of the Universe, of Life, of Humankind, and of the Fundamental Needs of Humans.

As in other areas of study, the Montessori approach to the study of history starts with reality and moves to abstraction. Pre-kindergarden students' historical study begins with familiar measurements of time such as calendars. A daily calendar is horizontally mounted along the room to show the passage of time.

CONTENT: Intermediate classes study Washington State History, and middle school classes focus on U.S. History and World History.

Primary classes. Students study Northwest history, the early explorers and settlers, Washington statehood, transportation, industry, and recreation.

Intermediate classes. Intermediate classes begin with the European period in America, the growth of colonies, the birth of the United States, the Civil War, and the Industrial Revolution up through World War II.

Middle school. Students study world history, including contemporary events in the former Soviet Union and in the Middle East.

INSTRUCTIONAL PRACTICES: Children progress at their own pace in "family" groupings of ages 3–6, 6–9, and 9–12. Eton diverges slightly from the traditional Montessori grouping by incorporating two transition classes of kindergarten/first-grade students. For all grades, 2 weeks before school begins, teachers meet to place students in appropriate classrooms, averaging 22 students for each teacher and an aide. Because the curriculum is completely individualized, it allows for a broad range of instructional levels as well as ages. Children follow their own developmental directives in selecting among the materials and activities, learning to make choices and to use time constructively.

Eton's literature and cultural program enhances the history curriculum. Myths and legends are investigated at all age levels. The ethnic diversity of the students inspires cross-cultural celebrations and sharings. The school also takes advantage of the local area, which is rich in history. Field trips and excursions are planned to museums, hands-on historical settings, and American Indian settings. Last year, intermediate classes spent 3 days immersed in the history of the Oregon Trail.

Eton's program is continually evaluated by comparing it with information in current journals and new textbooks, as well as with education research findings. Student assessment is conducted by teachers. Faculty members are trained observers. Every individual lesson a teacher conducts with a student is an assessment, comparing a child's performance of a task with a theoretically effective performance. Carefully maintained portfolio records are kept for each child, listing when the lesson was introduced, practiced, and mastered. Written work at the elementary level is kept year-long in subject matter notebooks. Progress is readily apparent, and parents are encouraged to view the notebooks and copies of the weekly contract.

ACHIEVEMENTS: Because of the nature of the school, Eton has not applied for any awards. Eton also works very hard at establishing a noncompetitive atmosphere in the school, for example, no one wins their Science Fair. However, that has not changed the fact that Eton students are winners and have been recognized. For example,

- A student was awarded a medal of excellence for the Second Annual National Mythology Exam, which tests knowledge about Greek and Roman mythology and works of Homer and Virgil.
- In 1991, a fifth grader and a fourth grader won first place and honorable mention, respectively, in the Washington State Science Fair.

CONTEXT: Eton School is located in an eastern suburb of Seattle. The school has 248 students in grades PreK–8, of which 75 percent are white, 19 percent are Asian, 4 percent are Hispanic, and 2 percent are African-American. Five languages are represented among the schools limited-English-proficient population.

CONTACT: Patricia Feltin, Director, Eton School, 2701 Bel-Red Road, Bellevue, WA 98008–2253; (206) 881–4230.

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